

# MANAGEMENT OF JUNIOR SECONDARY SCHOOLS TEACHERS TRAINING ACTIVITIES UNDER ACCESSING HUMAN RESOURCES IN THE CURRENT PERIOD

## Situation and measures

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*In approaching capacity, professional capacity plays an important role. One of the current major trends in the approach to professional competence is standardization. The criteria of the professional standards are designed according to the model of expanded development, the level of increasing and higher than the standard of training, is the orientation to continuously strive for the career of junior high school teachers. Therefore, management of secondary school teachers' training according to competency to build secondary teachers with adequate moral qualities, knowledge and professional skills is an important and urgent issue contributing to the development of teachers. sex in the future. From deeply evaluating the current status of management of training of secondary school teachers according to human resource access in the current period, the author has proposed 7 measures to manage the training of middle school teachers. The basis for access to the source of resources has the necessity and high feasibility.*

**Keywords:** Teachers; Junior high school; Fostering junior high school teachers; Fostering junior high school teachers according to access to resources; Managing refresher activities;

### I. Background

In the past years, our Party and State have continuously paid attention to fostering teachers, creating opportunities to promote changes in the way of organizing school management and managing teacher training to improve High quality education human resources.

Middle school is a level of education in the middle of high school: it is the level of primary education and before high school in the general education system of our country. This level of education includes an educational program conducted within 4 years of study (grades 6 to 9). This level of education plays a very important role in the national education system of our country because this level of education is responsible for providing good knowledge, skills, attitudes and generally very basic and important competencies. It is important for learners to ensure that with the competencies obtained after this level, people can join the labor force of the country, directly embark on labor to produce material wealth for society and

In most cases, people can continue to study at higher levels than upper secondary schools to prepare them for higher abilities. Vietnam is trying to accomplish the millennium goal, which is universal secondary education nationwide. So far the majority of provinces in our country have achieved this goal.

In accessing capacity, professional capacity plays an important role. One of the current major trends in the approach to professional competence is standardization.

The criteria of the professional standards are designed according to the model of expanded development, the level of increasing and higher than the standard of training, is the orientation to continuously strive for the career of junior high school teachers. Therefore, management of secondary school teachers' training according to competency to build secondary teachers with adequate moral qualities, knowledge and professional skills is an important and urgent issue contributing to the development of teachers. sex in the future.

The work of reforming education and renewing

programs and textbooks in recent years has had a significant impact on school management activities. In addition to the achievements such as improved facilities, the budget for education is increasing, especially the teachers with standard qualifications and higher standards. However, the capacity to carry out work is still limited. This is one of the important and urgent issues of fundamental and comprehensive innovation of education now that more attention should be paid to the requirements of education management innovation, especially the management of compensation work. Nursing junior high school teachers according to capacity approach. Focusing on strengthening the role and responsibilities of managers for managing secondary teachers 'training activities according to capacity approach, improving secondary teachers' capacity, meeting practical requirements.

## **II. Actual management of training of junior secondary school teachers according to human resource access**

### **1. Point of view, awareness of the importance and necessity of secondary school teacher training activities**

Survey results on the views and perceptions of teachers and managers about the importance and necessity of secondary school teacher training: Level 1 - No matter, no one hits price this level; Level 2 - Average, 13.31% of people rated this level; Level 3 - Important, 86.69% of respondents rated this level.

### **2. Actual management of determining the needs of junior secondary school teachers in Hanoi coastal provinces**

- The status of management and determination of training and retraining needs to get more qualifications and other certificates

First of all need to talk about this need. From the beginning of professional activities, many teachers have aspirations to supplement their lack of knowledge to serve their career needs.

Regarding this criterion, none of the respondents rated at level 1. Poor. Nearly half (43,17%) of respondents rated at level 2. Average and more than half (56.83%) rated at level 3. Good. With Mean Xtb score = 2.57, this can be considered as a very high indicator to demonstrate the management training and retraining for junior teachers to receive diplomas and certificates of Political Theory and education management. , administrative management is highly valued and appreciated by the school. The Mean value is the 3rd highest in the total of 8 evaluation criteria and exceeds the midpoint of two levels 2. Medium and 3. Good.

- Actively manage the needs of training to supplement the knowledge for teachers to meet the

requirements of current job position

The survey results show that although this is an important issue for some people, it is generally possible that due to low demand (few people have needs), the management of this issue is considered relatively low - Mean Xtb value = 2.26 points with 74.23% of people rated at level 2. On average, 25.77% of respondents rated at level 3. Good. Therefore, it can be said that in the work of management, determining the need for fostering on this issue is not high. With this value Mean, this criterion is ranked 6/8 evaluation criteria.

Managing and defining needs to help teachers update new and modern knowledge and skills

This is a very important issue. Today, modern society develops and changes very quickly. Human knowledge of science, technology and technology has increased rapidly in the present era, leading to solving three problems of teaching: What to teach, what to teach and how to teach are the key issues of the teacher's profession. These are issues related to the goals, content and teaching methods.

Therefore, the need to foster to update knowledge, skills, new methods for teachers, especially secondary teachers is very important. Survey of secondary schools in the suburbs of Hanoi shows that this issue is well managed with the value of Mean Xtb= 2.77 points with 22.87% of respondents rated at level 2. Average, 77.13% Respondents rated at level 3. Good. This criterion of being rated as the best management among 8 evaluation criteria. This situation shows that the management determines the need for refreshment to update new and modern knowledge and skills that are being implemented well in the provinces in the suburbs of Hanoi.

- Identify the need for teacher training to meet professional standards

Determining the need to foster teachers to meet professional standards is a problem that is not too big in secondary schools along Hanoi. According to statistics, only 2.79% of lower secondary teachers in the suburbs of Hanoi are not up to standard. This criterion is evaluated very low, Xtb value = 2.10 points is the lowest among 8 evaluation criteria. However, this value still exceeds the average value in the 3-level scale.

- Determine the need for teacher fostering to improve professional standards

Determining the need to foster teachers to improve professional standards is a problem that many secondary teachers in the Hanoi area are interested in. The determination of demand is also done very well with the value of Xtb = 2.73, standing at the 2nd position of the evaluation criteria with

more than 1/3 of respondents rated at level 3. Good, nearly 2 / 3 respondents rated at TB level, no one rated at level 1. Poor.

- Identify the need for teacher training to meet the requirements of changing content, programs and textbooks

In the past, secondary teachers have been trained and trained many times in relation to innovation of programs and textbooks. The process of program change is now beginning, the textbook follows the strategy of basic and comprehensive education innovation. Changing programs and textbooks for junior high school is conducted in the first phase so the management of this activity is very important. However, this survey was conducted in mid-2016, so this issue has not been properly concerned. The Xtb index = 2.35 points ranked 5/8 of the evaluation criteria with 65.02% rated at the score of 2. Average and 34.98% of the respondents rated at level 3. Good.

Determine the need for retraining teachers to meet current professional activities as required by the work assigned by the school

In their professional activities, sometimes due to the requirements of the work related to geographical, economic and social conditions ..., the teachers of professional activities do not follow the trained expertise. Therefore, there is a need to retrain teachers. However, the demand of this field of activity is not high, so the level of teacher evaluation is not high, only a little higher than the score of 2. Average. With the value of XTB = 2.13 points, ranked 7/8 evaluation criteria. It is worth noting that about 9% of respondents rated this criterion at level 1. Poor.

The content of the training program for secondary school teachers is an important factor to improve the quality of teacher training. The survey shows that 8/10 criteria for assessing this content have the necessary level of group 3. It is necessary with the range from 2.40 to 2.63 points. In general, at all evaluation criteria, the level of necessity is lower. At the appropriate level, only 3 criteria are classified into group 3. Suitable (mean value varies from 2.39 to 2.57), 7 remaining criteria only have mean value of group 2. Central Flasks range from 1.92 to 2.32 points.

### 3. Actual development of secondary school teacher training plan

The status of management of secondary school teacher training plan is evaluated according to 9 all criteria with all mean Mean values ranging from 2.38 to 2.76 points and all belong to group 3. Good (group 3. Good is about 2.33 - 3 points. We can arrange the content of the evaluation of activities to build the operation plan from high to low as follows:

1) Publish and disseminate broad plans in

schools (2.76 points);

2) Clear, complete and detailed assignment (2.67 points);

3) The work of planning is based on the results of determining the needs of teachers (2.63 points);

4) The plan fully reflects the objectives and contents of the teacher training program (2.57 points);

5) Mobilize participation of all members in the school (teachers, subject groups, unions) - 2.56 points;

6) The implementation schedule of the plan is detailed, reasonable and feasible (2.49 points);

7) Contribute to the orientation for the planning of refresher courses at the subject level and individual teachers (2.49 points);

8) The resources to be mobilized for implementation are planned in detail, reasonable and feasible (2.39 points);

9) The implementation schedule of the plan is detailed, reasonable and feasible (2.38 points).

### 4. Actual implementation of the plan for retraining junior secondary school teachers according to capacity approach

Results of surveying the situation of organizing implementation of secondary school teacher training plan according to capacity approach, there are all 6 contents assessing this situation, which can be classified into 2 groups: group 1 - content targets. It was assessed that the Mean value was in group 3. Good (Xtb ranged from 2.33 - 3) including the following contents (arranged in the order of mean reduction), that is:

1) Arrange, select and nominate the right subjects to attend refresher courses, train with Xtb = 2.51 points. This is the highest rated content in this review;

2) The courses / roofing courses suitable for time and place for learners with Xtb = 2.48 points;

3) Assessing the level of human resource quality (lecturers participating in the training classes): true expertise, good qualifications and good attitude. Xtb = 2.45 points;

The remaining three contents have the Mean value within the range of the Average group (Xtb: 1.67 - <2.33), which are content related to resource mobilization: infrastructure resources, resources, organizational forms and financial resources. Detail:

4) Evaluate the level of material resource mobilization including facilities, facilities, materials ... for teacher training plans with Xtb = 2.29 points;

5) Organizational forms are appropriate, attractive and effective with Xtb = 2.13 points;

6) Assessing the level of financial resources

mobilization for maintenance activities according to the plan with  $X_{tb} = 2.04$  points, the lowest among the evaluation contents and this value is equal to the level 2. Central scale of scale.

### **5. Actual leadership, direct the implementation of the plan of training secondary school teachers according to capacity approach**

The results of surveying the status of leadership and directing the implementation of the plan of training secondary school teachers according to capacity approach, we give 6 good questions which can be called 6 contents of appraisal work. direct the implementation of training plans for teachers.

We can see 5/6 content with evaluation results from 2.34 to 2.64 (Group 3. Good). Only the 6th content and ranking 6/6 is the evaluation of the school leadership in implementing the adjustment plan when necessary with the value Mean,  $X_{tb} = 2.31$  is the lowest and belongs to the group 2. Medium. However, this value is also close to the threshold of 2.33 which is the lower boundary of group 3. Good. Therefore, we can affirm that the implementation of the junior secondary school fostering plan in the provinces along Hanoi is quite good.

### **6. Actual status of inspection, inspection and evaluation of the training of secondary school teachers according to capacity approach**

Of the 7 contents evaluated, there are two assessments with the mean  $X_{tb}$  index in the Medium group (Mean: 1.67 - <2.33). That is the content of "Assessing the inspection implementation (if any) in the implementation of the school plan" ranked at the end of 7/7 content with  $X_{tb} = 2.29$  points and content "Evaluation of withdrawal experience of implementing the school's training plan" with the value of  $X_{tb} = 2.31$  points ranked 6/7. However, these Mean values are close to the lower boundary (2.33) of group 3. Good, so we can consider these contents near the level of group 3. Good according to Likert scale.

Overall assessment of the effectiveness of secondary school teacher training

The training of junior high school teachers is a training and re-training process to provide learners with certain professional knowledge, skills and attitudes to satisfy the different needs and goals of learners. The contents and programs are designed to be suitable for junior high school teachers.

After going through refresher courses, knowledge, skills, professional attitudes or in general, the professional capacity of the teacher is significantly raised. Therefore, the evaluation of the effectiveness of secondary school teacher training activities through the assessment of progress and professional capacity development of teachers

shows us the best way to see the effectiveness of teacher training activities.

Therefore, in the survey of teachers of lower secondary schools in the provinces along Hanoi, the price has implemented the effective price of secondary school teacher training activities through assessing the progress of improving professional capacity of teachers after participated in training courses at all levels and forms. The professional capacity here is based on the current standard of professional secondary teachers of the Ministry of Education and Training.

Overall assessment of management of secondary school teacher training activities

We can see that in the management of secondary teachers' retraining activities in Hanoi, the "Management of building secondary school teacher training plan" is the lowest rated management activity among 10 contents. above management with  $X_{tb} = 2.32$  points of the average group. However, this index is close to the bottom of 2.33 of the Good group, so we are not very unhappy. When studying this issue again, the author found that the reason for this activity was generally considered low because the implementation of the plan, especially financial mobilization, facilities and means for implementing the plan is relatively low, leading to a general assessment of this activity as low as mentioned above.

Eight of the remaining nine management activities have  $X_{tb}$  values in the Good group. However, here we can see a clear grouping of these 8 activities:

- The efficiency of fostering is assessed as lower and located separately from 7 other activities with the  $X_{tb}$  value = 2.34 - close to the lower boundary of the Good group.

- Management management of construction of secondary school teacher training plans in provinces along Hanoi is rated the most with  $X_{tb} = 2.55$  points, showing that the construction of training plans for secondary teachers is quite good. However, there are still many issues to further improve this management.

- After the remaining management activities, the overall assessment is nearly the same and has  $X_{tb}$  value ranging from 2.41 -2.43. This range is very small, negligible. These are the following management activities (in descending rankings):

- 1) Managing the leadership and direction of implementing teacher training plans;
- 2) Content management and teacher fostering programs;
- 3) Managing teachers' performance assessment;

- 4) Managing teacher training goals;
- 5) Directing the supervision, inspection and inspection of teacher training activities
- 6) Management of teachers' needs.

These values are quite high but still show that there are many facilities to improve and perfect the management of secondary school teacher training activities in provinces along Hanoi.

The management of secondary school BDGV activities according to the initial capacity approach has been concerned by educational management levels with XTB of the level of implementation from 6.55 to 3.06 and XTB of efficiency level. ranging from 2.39 to 3.02. In which, the content of managing organizational forms and conditions for facilities for junior secondary teacher training in accordance with competency is assessed as the highest with XTB of implementation level and efficiency level of 3.06 and 3.02. This shows that the management of the activities of junior high school teachers according to the competence approach still focuses on the traditional management contents. The level of implementation and the level of effectiveness of organizing the planning of secondary school teacher training activities according to capacity approach is still low with 2.55 and 2.41, similarly in the management content. Determining the needs of secondary school teachers in the area, XTB of this content only reached 2.58 in the implementation level and 2.40 in the effectiveness level. This shows that these contents are not really concerned by management levels, so the implementation efficiency is not high.

- The capacity of lower secondary teachers in the study area is still limited, mainly focusing on traditional competency groups such as educational capacity and teaching capacity. New capacity groups such as capacity to learn objects and educational environment, capacity of social and political activities of teachers are not really interested.

- Activities to improve secondary school teachers in the study areas are still limited in the implementation of the contents of fostering secondary school teachers according to this capacity approach, which requires the determination and selection of contents to improve junior teachers. Access to capacity is an urgent issue to improve the effectiveness of this activity.

- Regarding the program, method, form, time, conditions for implementing the organization of secondary school teacher training according to competency approach, there are still some limitations, mostly still traditional. The program has not been updated and has appropriate features for the objects and areas; The form of organization is still focused fostering in the summer, new forms

have not been put into much application; The methods used in the training process are still slow to innovate.

- The awareness of teachers and managers on BD activities Junior high school teachers according to their competency approach still have many limitations, they think that these are new and difficult to access contents due to psychological fear of change.

### **III. Measures to manage junior secondary schools teacher training activities according to access to human resources**

#### **1. Measure 1: Managing and raising the awareness of teachers and managers about the position and role of teacher training according to competency-based approach**

This solution helps managers and teachers to realize correctly, fully and deeply about the importance and meaning of teacher training activities, especially to foster teachers according to competency in the current context. At the same time, to raise awareness about the theory and practice of secondary school teacher training activities in the current period.

Raising awareness for teachers about the importance and necessity of fostering teachers according to competency approach will help teachers to properly assess the objectives of fostering activities, have the right attitude about this activity, help teachers enthusiastically participate in fostering activities and participate in a positive spirit, making an important contribution to absorbing the content of the fostering program, improving the effectiveness of fostering activities.

#### **2. Measure 2: Innovating management of capacity assessment activities, determining the needs and objectives of training secondary school teachers**

Assessing secondary school teachers according to vocational standards to help leaders and superior management agencies to determine the level of meeting the professional position of teachers, thereby planning training, retraining, rotation and appointment. At the same time, the staff, teachers, staff, students of the school have objective and transparent information about their teachers. Teachers have self-recognition through their own information and evaluation results as well as collective and individual assessments about themselves so that they can orient themselves to further improvement.

Evaluation of junior high school teachers not only brings a positive meaning of helping teachers become more and more perfect, meeting increasingly quality and work efficiency, but also an important factor to promote the development of

teachers. development of an entire school.

On the basis of teacher evaluation, the school will obtain the necessary information on teacher training needs. The need for teacher retraining can be determined according to teachers' professional competency standards, but basically, the need for teacher training can be determined in two ways: 1) Teacher retraining Professional standards and 2)

Teacher training is determined by the goal of retraining. How to determine this fostering needs to meet the needs of secondary teachers in the current period.

### **3. Measure 3: Managing the construction of content and training programs for secondary school teachers**

The diversification of training forms has profound theoretical significance in towards "learning society", "lifelong learning", and "continuous training" both in line with current practice. However, according to the survey results of secondary schools in the provinces in the suburbs of Hanoi, most of the respondents said that the form of training is not diversified, the content of fostering is not abundant, the method of retraining is not change. Therefore, the training of teachers has not been highly effective. In order to improve the quality of training high school teachers according to the capacity approach, it is necessary to renovate the content, forms and methods of fostering and orienting themselves to self-study and self-fostering.

In order to build the content of comprehensive and perfect secondary school teachers' training, meeting new requirements on quality and competence for teachers, it is stipulated in the career standards of junior high school teachers and at the same time fostering knowledge about news. learning, foreign languages, as well as knowledge of science, socio-economic knowledge to serve the local educational development requirements.

In order to renovate the form of fostering from concentrated to non-concentrated forms, take the school unit as a fostering unit.

In order to innovate the training method on the basis of self-study, self-study as a key, suitable to the learning conditions of each teacher.

### **4.Measure 4: Develop plans to foster secondary school teachers according to their competency**

Management of secondary teacher training activities under current capacity approach must aim at improving the professional capacity of teachers, by providing them with a specific system of knowledge and working skills that is the way Teaching methods, test skills, assessment, analysis

and ability to apply creatively to practice and need to meet the needs of teachers is essential to compensate for the "gaps" of energy strength and capacity building for teachers.

The measure aims to systematize the necessary competencies that each teacher should have, categorize those content to determine the hierarchy of the content to be fostered.

This measure just meets the needs of teachers of lower secondary schools, while limiting the loss of funding for schools because they do not have to repeat the content that teachers already know. Determining the right problem will create a learning interest for the teachers and the efficiency of the training will be high, thereby helping the management of the school principals to achieve good results.

### **5.Measure 5: Diversify the form of teacher training according to competency approach**

Diversify forms of training teachers to approach competency to create favorable conditions for all secondary teachers to participate in fostering and ensuring continuity in the participation of teachers and classes. At the same time, create conditions for learners to participate in learning effectively. Give learners the initiative in choosing the form of learning that suits them.

Diversify forms of fostering teachers according to access to lower secondary school capacity through:

+ Fostering in the form of concentration: The study time is determined from one week to ten days, concentrated in one location of one of the city's schools. This form will create a sufficient time to foster teachers with some significant skills knowledge. The knowledge is continuously uninterrupted. Teachers are not dominated by work so focus on high learning. However, with the situation in schools, it is difficult to open classes in a long time for about 10 days because it will affect teaching and learning in schools. In order to meet this form, schools should have a plan from before the summer break so that in August, the schools will work together to organize training courses for teachers to take turns between subjects so as not to make photos. enjoy professional activities of the school.

+ Organization summarizes practical experience: The strong side of that measure is to analyze the advantages, limitations and causes of advantages - limitations in the process of professional management. The experiences summarized from the objective situation will give managers the correct assessment of teachers in the school.

### **6.Measure 6: Managing leaders, directing implementation of plans**

Innovating the work of directing junior high

school teachers according to competency approach is an impact to promote efficiency and maximize the potential of individuals and units, encouraging people to actively participate in fostering activities

Measure of innovating the direction of training secondary teachers according to the capacity approach includes some basic contents as follows:

- Issuing management and leadership decisions to direct the implementation of issued management decisions on secondary teacher training;

- Maintain and expand the internal and external school relations to ensure teachers' fostering and self-training activities;

- Management and use of resources for reasonable and effective fostering activities;

- Handling, resolving active, flexible and reasonable operations;

- Handling well the unplanned situations;

- Encouraging teachers, individuals and departments in the school to develop creative and innovative thinking in learning and retraining to become more and more enthusiastic about the profession and careers.

- Promoting the role of each individual and all levels of management, raising the sense of self-awareness, the spirit of initiative, responsibility and creativity of individuals and departments in learning, retraining and sharing experiences job.

#### **7.Measure 7: Examining and evaluating the training of secondary school teachers according to their competence**

Examination and assessment is the process of monitoring and measuring the results of implementing the plan of secondary school teacher training, comparing with the goals of identifying, analyzing, controlling and adjusting errors and deviations in The process of implementing secondary school teacher training plan has been built before. Renovate inspection and evaluation of the implementation of the secondary teacher fostering plan according to the capacity approach in the direction of: Strengthening the autonomy and self-responsibility of teachers and teams/ departments / unions in checking, assessing teacher training; Constructing appropriate evaluation criteria, ensuring the commendation and rewarding for individuals and departments to achieve high results in the work of fostering; Develop the ability to self-test, evaluate and draw on the experience of fostering.

Implementing this solution to help school administrators to catch information in time, monitor the process of implementing the plan, evaluate the results of implementing the plan and detect problems

arising in the training of junior high school teachers according to approach capacity, thereby ensuring the training of secondary school teachers to take place in the right direction, achieving the goal. Renewing the inspection and assessment towards improving the influence and effect of inspection and evaluation of the work of fostering teachers in the spirit of goodwill, democracy and cooperation among members of the school's collective teachers, thereby discovering and encouraging the potential of professional development of each teacher and collective pedagogy.

#### **IV.Conclusion**

Management of teacher training activities in general and lower secondary teachers in particular is an urgent issue both in theory and practice, especially practical for secondary schools in the provinces around Hanoi.

The competency models of teachers in general and lower secondary teachers in particular have been shown that: Training capacity is the professional capacity of teachers received during the training process at vocational training institutions. career (pedagogical school) is the starting point of teachers in the course of their professional activities. There is a certain gap between the trained capacity and the professional capacity of junior high school teachers due to many reasons and reasons such as: The capacity requirements of job positions, the need for additional qualifications and additional certificates In addition, the need to meet standards, raise standards and foster updated knowledge and retraining according to other objectives makes training, retraining and retraining activities very diverse and rich and research and management. These activities lead to great social efficiency.

The management of retraining activities according to competency needs to follow a certain, sequential process based on management functions including:

- 1) Assessing faculty capacity;
- 2) Determine needs, define retraining goals;
- 3) Develop training programs;
- 4) Develop a training plan;
- 5) Organize the implementation of the plan
- 6) Leading and directing the implementation of the plan;
- 7) Monitoring, monitoring, inspection, inspection and evaluation of plan implementation.

It is also the content of 7 measures that the author proposed to apply to Junior secondary schools in the provinces around Hanoi. Tests show that the measures are highly necessary and feasible.

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## QUẢN LÝ HOẠT ĐỘNG BỒI DƯỠNG GIÁO VIÊN TRUNG HỌC CƠ SỞ THEO TIẾP CẬN NGUỒN NHÂN LỰC TRONG GIAI ĐOẠN HIỆN NAY

### Thực trạng và các biện pháp

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**Tóm tắt:** Trong tiếp cận năng lực thì năng lực nghề nghiệp có vai trò quan trọng. Một trong những xu hướng chính hiện nay trong cách tiếp cận năng lực nghề nghiệp là xu hướng chuẩn hóa. Những tiêu chí của chuẩn nghề nghiệp được thiết kế theo mô hình phát triển mở rộng, mức độ tăng dần và cao hơn so với chuẩn đào tạo, là định hướng phấn đấu liên tục trong sự nghiệp của giáo viên trung học cơ sở. Do vậy, quản lý công tác bồi dưỡng GV THCS theo tiếp cận năng lực nhằm xây dựng đội ngũ GV THCS có đủ phẩm chất đạo đức, kiến thức và kỹ năng nghề nghiệp là vấn đề quan trọng và cấp thiết góp phần phát triển giáo dục trong tương lai. Từ đánh giá sâu sắc thực trạng quản lý hoạt động bồi dưỡng giáo viên trung học cơ sở theo tiếp cận nguồn nhân lực trong giai đoạn hiện nay, tác giả bài báo đã đề xuất 7 biện pháp quản lý hoạt động bồi dưỡng giáo viên trung học cơ sở theo tiếp cận nguồn năng lực có tính cần thiết và tính khả thi cao.

**Từ khóa:** Giáo viên; Trung học cơ sở; Bồi dưỡng giáo viên trung học cơ sở; Bồi dưỡng giáo viên trung học cơ sở theo tiếp cận nguồn năng lực; Quản lý hoạt động bồi dưỡng